



QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

QEGS JS - SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

Document Control

Document Owners & Contact Persons:

Mrs Deborah Rogers, KS2 PHSE

Version	Valid as of	Last Review
02	January 2022	January 2022

These policies stand for all sections of the school

INTRODUCTION

QEGS Junior School takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with the Behaviour Policy, Equal Opportunities, Sex Education, Drugs Education and Citizenship.

DEFINITIONS

Spiritual Development

Spiritual development relates to the spirit or soul and the intangible. It helps us to enrich our lives and, depending on the beliefs of the individual, ends or continues after death. It does not relate to physical nature or matter and is not synonymous with religious education - although religious education can be a major vehicle for the delivery of spiritual matters.

Spiritual development can contribute to a pupil's sense of self-value, personal identity and insight and can help to give them meaning or purpose. Events which create a sense of awe and wonder can contribute to spiritual development.

Moral Development

Moral development relates to human behaviour, especially the distinction between good and bad or right and wrong. Pupils should understand that there will be some instances where agreement may not be possible and/or there is no right and wrong answer.

It concerns developing moral values that govern our thoughts and behaviour – together with an understanding/respect for those moral values shared by society and its constituent groups. Pupils should understand that moral values change over time.

Social Development

Social development which involves living effectively in a community, rather than alone, is about working effectively with others and developing the personal qualities and skills needed to do so.

Social development contributes to an understanding of the structure of society, as well as its characteristics and institutions. It develops both local and global socio- economic and political understanding, along with the rights that citizenship offers and the responsibilities it requires.

Cultural Development

Cultural development concerns the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for society. It is about the pupil learning to understand their own culture and those present in the UK and abroad. Pupils should learn to appreciate and feel comfortable with living in a multi-cultural country. Through cultural development the school makes a serious attempt to address and prevent racism.

In drawing up this policy due regard has been given to: the implications and importance of delivering elements of SMSC as an integral part of all areas of the Curriculum; the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate); encouraging pupils to have regard to moral considerations in their dealings not only with members of staff but also with their peers and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in personal matters.

It is important in all aspects of SMSC that the delivery : precludes the promotion of partisan political views in the teaching of any subject in the school takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— (i) while they are in attendance at the school; (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; It is imperative that pupils are offered a balanced presentation of opposing views.

SPECIFIC AIMS

The following aims reflect those of the School and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values we aim to:

1. Provide the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, and thereby enhance their personal and social development, e.g. we hope our pupils will be able to: make informed decisions and evaluate socio-economic/cultural influences on their own behaviour and that of others; appreciate their own culture and those of others and the diversity and richness that they bring to our society; exhibit commitment and trust in human relationships; develop an understanding of citizenship in its broader sense; understand that we all have a contribution to make to SMSC matters; To be able to reflect on their own experiences so as to develop their own spiritual awareness and self-knowledge; demonstrate self-esteem, self-awareness and a sense of moral and social responsibility.
2. To give the pupils appropriate knowledge and understanding of SMSC issues, particularly values and beliefs, in order for them to make informed choices and opinions about:
 - i. The social, moral and cultural aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour.
 - ii. The distinction between good and bad (right and wrong) behaviour;
3. Allow pupils to experience events which can only be interpreted as spiritual.
4. To provide the pupils with the opportunity to contribute to a comprehensive curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
5. To deliver SMSC issues via a variety of teaching/learning styles and to provide a motivated attitude across the curriculum.
 - i. Passive activities include assemblies, watching videos or other such presentations of ideas.
 - ii. Active and creative activities include projects, discussions, role-play, case studies - observation and analysis are central to this process.
6. To present the school to the pupils as a community and to allow them to contribute to that community.

7. To allow pupils to understand their own responsibilities and those of groups and organisations for the health and welfare of individuals and the community.

Positive examples must be set by all adults both within and outside the school.

MODES OF DELIVERY

All departments contribute to the whole school approach to the delivery of SMSC by actively supporting the use of four quite different platforms:

1. Timetable suspension for special activities, for example:
 - a. at Harvest pupils bring in food and toys for the Variety club.
 - b. boys attend the annual Variety Christmas party for underprivileged children in our community.
- a. large group events such as assemblies. Assemblies can be used to address all areas of SMSC, e.g. themes may be concerned with moral issues or right and wrong.
- b. class events which may be part of a scheme of work.
3. Additional opportunities arising from other initiatives/activities, e.g. trips to performances, places of worship, zoos.
4. Using visiting speakers within lessons to illuminate and reinforce learning.
5. Whole school Charity Days.

Using Visiting Speakers

Visitors can greatly enhance the quality of the provision for SMSC as long as they are used in addition to, not instead of a planned programme of education. After gaining approval from the Head for the visit the organiser makes the visitor aware of the ethos of the School and this policy.

Issues to consider are: the degree of explicitness of the content and presentation; will the visitor be accompanied by teaching staff? Will the staff take an active role in the visitor's activities? How will the visitor be prepared for the visit? How will the visit be built upon and followed up?

1. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.
2. In order to inform the visitor of the precise requirements of a group it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
3. Reception/Office should be informed of the date and name of the visitor.
4. Where applicable, refreshments should be arranged with the catering staff.
5. The visitor should be welcomed at reception (usually by a pupil from the form on duty).
6. At the office the visitor will 'sign in', prominently display a 'Visitors Badge' and will then be escorted to the appropriate venue.
7. At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to Reception/Office before the pupils are dismissed.
8. After the visit the visitor will 'sign out', return the 'Visitors Badge' and will then be escorted to the exit.
9. A written acknowledgement of their contribution should be sent to the visitor and appear in the School Newsletter.

In accordance with national guidelines, at QEGS JS we ensure that these strands are fully covered within our curriculum.

a)

i) **enable pupils to develop their self-knowledge, self-esteem and self confidence**

PSHEE Y3- **Taking part/feelings and relationships**

- recognise and name your feelings
- deal with your feelings in a positive way
- recognise what we are good at

CIRCLE TIME Y3- **Developing confidence and responsibility**

- developing good relationships
- going for goals- what sort of learner am I?
- good to be me (understanding feelings/managing feelings/standing up for ourselves)

PSHEE Y4- **Taking part/feelings and relationships**

- face new challenges positively
- be able to justify personal opinions
- understand better the concept of fairness

CIRCLE TIME Y4- **Developing confidence and responsibility**

- talk about and express opinions
- setting personal goals
- recognising how to deal with feelings in a positive way

PSHEE Y5- **Taking part/feelings and relationships**

- sharing opinions that are important to us
- considering alternatives and making decisions
- listening to the views of others/taking part in discussion/collaboration activities

CIRCLE TIME Y5- **Developing confidence and responsibility**

- sharing our gifts and talents
- strategies to cope with uncomfortable feelings
- class charter

PSHEE Y6- **Taking part/feelings and relationships**

- contributing to debate situations
- learning about the processes involved in working efficiently as a group
- considering the diverse nature of relationships

CIRCLE TIME Y6- **Developing confidence and responsibility**

- body talk
- what makes us happy
- seeing situations from different perspective

ii) **enable pupils to distinguish between right and wrong and to respect the civil and criminal law**

PSHEE Y3- **Right and wrong/How do rules and laws affect me?**

- Moral dilemmas- facing a variety of scenarios where there are different responses.
- Talking through why people respond to different situations in different ways- what are the consequences of their actions?

CIRCLE TIME- **Preparing to be an active citizen**

- Understanding why and how rules and laws are made and enforced

- Recognise choices they can make- right or wrong?
- Realise the consequences of antisocial behaviour

PSHEE Y4- Right and wrong/How do rules and laws affect me?

- Understanding the concept of fairness

CIRCLE TIME Y4- Preparing to be an active citizen

- What is a law and why are they in place?
- What is a democracy and what does it mean to live in a democracy?
- Telling the truth and the consequences of bullying

PSHEE Y5- Right and wrong/How do rules and laws affect me?

- Considering the importance of personal honesty- finding a purse
- Considering the nature of crime, especially types of theft

CIRCLE TIME Y5- Preparing to be an active citizen

- Using respectful language
- Saying no and standing up for yourself when in difficult situation

PSHEE Y6- Right and wrong/How do rules and laws affect me?

- Considering the victims of crime
- Understanding the hurt caused by bullying

CIRCLE TIME Y6- Preparing to be an active citizen

- Looking at the news this week and crimes committed
- What are the consequences of these crimes?
- Exploring how the media presents information

iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

- All year groups involved in Charity day events throughout the year.
- Charities from a wide range of sections of society- including the locality and overseas aid
- Harvest festival contribution

iv) provide pupils with a broad general knowledge of public institutions and services in England

PSHEE Y3- People who help us/local democracy

- Our police station- learning about the work carried out there
- Police dogs- learning about specialist police facilities
- Understand that the police help to keep our community safe
- Learning about key facilities in the place where we live

PSHEE Y4- People who help us/local democracy

- Learning about issues that are dealt with by the police
- Exploring ways in which decisions made by the police and local organisations affect the community
- Learning about the work of the police
- Research into local community services

PSHEE Y5- People who help us/local democracy

- Keeping out crime- all about local groups
- How can children contribute to community issues
- Dialling 999- what happens and why?
- Local councils- what do they do?
- Learning about the role of a local councillor

PSHEE Y6- People who help us/local democracy

- Keeping the streets safe
- Neighbourhood watch
- Crime concern
- Local elections- how are representatives chosen?
- Researching a local topical issue e.g. vandalism
- Considering the role of youth groups

- v) **assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions**

PSHEE Y3- Communities/Living in a diverse world

- Considering the role of religion in the local community
- Belonging- learning about different communities
- Developing strategies to support discrimination
-

PSHEE Y4- Communities/Living in a diverse world

- Recognising diversity within the local community
- Developing strategies to deal with racism and prejudice

PSHEE Y5- Communities/Living in a diverse world

- Wedding customs from different communities
- Learning about similarities and differences within a community

PSHEE Y6- Communities/Living in a diverse world

- Identifying different types of prejudice
- Reflections on what we know about our community
- Identifying different religions and their similarities to each other

- vi) **encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**

PSHEE Y3- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Understand the basic differences between a democracy and dictatorship
- Learning the difference between needs and wants
- Learning that rights come with responsibilities
- Learning the importance of rules

PSHEE Y4- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Understand the importance of elections and the voting system
- Understand the basic workings of Parliament
- Understand Britain's relationship with other countries
- Learning how to work together to resolve conflict

PSHEE Y5- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Learn the basics of the different political parties
- Learn about pressure groups- what they are and how they work
- Develop a basic understanding of the European Union
- Developing a charter of human rights

PSHEE Y6- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Discuss and research the role of an MP
- Understanding the terms war and peace

MONITORING, EVALUATING & REVIEWING

Effective monitoring/evaluation of the pastoral provision is dependent upon the maintenance of accurate and up to date records. Criteria by which the monitoring and evaluation of the pastoral provision is undertaken are described below.

Parents

1. The number of parents who request that their child be educated at this school;
2. The number of parents who remove their child from our school;
3. The feedback from pupils and parents;
4. The regular updating of the information pack for parents in the School A to Z.

Pupils

6. The number of pupils who receive yellow and red cards. The number of suspensions (temporary or permanent);
7. The number of individuals who have given up their time to help others;
8. The quality and quantity of pupil feedback after specific events or lessons;
9. The number of incidents of reported racist, sexist and bullying incidents;

Staff/inset

11. Involvement by all staff in INSET courses relating to SMSC issues;
12. Senior management involvement in SMSC issues;
13. Staff review and feedback, particularly at staff, departmental and pastoral meetings.

Visitors

14. The number of visitors that have contributed this year to the SMSC provision.

Trips

15. The number of trips that have contributed this year to the SMSC provision.

Budget

16. The amounts of the budget allocated to SMSC;
17. Any appropriate adjustments in budget allocation to reflect changing needs and priorities.

Planning

18. The inclusion of SMSC issues in Improvement Planning;
19. The degree to which SMSC materials have been reviewed and updated.

Data Storage

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act).

D Rogers

Jan 2022